THE EIGHTH DAY.

2nd March 1920.

The Assembly met at 12-15 P. M. on Tuesday, the 2nd March 1920.

VII. EDUCATION.

119. Education.

Mr. M. K. Narayana Pillai B. A., Bar-at-law (Member, Trivandrum taluk) dealt with Collegiate education first. He said that Honours Course in Language and Literature in the College was not very popular, there being only 14 students in all the classes together. The Pass Course in English was enough for ordinary avocations of life; special provision might be made for the award of scholarships to a few who wanted to pursue higher studies in English in Madras or elsewhere. For the Pass Course an English Professor with University distinction should be got down from England. For other subjects, Travancoreans with high University qualifications should be sent to Europe on a system of loan scholarships on the distinct understanding that they should serve Government on their return. They might be paid Rs. 400-800. The fact that the Indian Professors in the College had acquitted themselves creditably, each in his own field, was sufficient proof of the fitness of Indians to teach such subjects as Science, History, Mathematics, etc. Such a course would be less expensive. In connection with Language Group, the Member submitted that the present combination of Malayalam and Sanskrit (Subsidiary) should be replaced by Malayalam and South Indian History. Touching the vexed question of accommodation, the Member represented that not less than 200 Travancore youths were studying in the different colleges of the Madras Presidency and those young men had been adversely affected in more ways than one. The only remedy was that two more Second Grade Colleges should be opened in the State—one at Mavelikara and the other in the Training College, Trivandrum.

In regard to High School education, the Member was of opinion that education in the Vernacular schools after the fourth class and that in the English schools, should be combined. After the four years' training in the L. G. V. schools, children who take to literary education should go into a school with five classes. The course should be so planned as to qualify a pupil passing out of the highest class in the combined school for admission either into the School Final Class or the IX class in the Vernacular High School or the Sanskrit Upadhyaya Class and those who wanted to wind up their education must be given a certificate. The proposal would tend to the practical abolition of the School Leaving Certificate which was much to be desired. The present number of High Schools maintained by Government was too large. At the most Government might have 6 schools as Departmental institutions. The remaining High Schools should be private institutions under the strict supervision of Government. According to the Member, the Inspecting staff should consist of two Officers, one for Vernacular and the other for English schools, the work of the latter being confined to Boys' schools. The Director of Public Instruction should have an Assistant on Rs. 150-200. The Member then referred to the increasing number of Vernacular School Leaving Certificate holders year by year and observed that the number of the unemployed swelled each year. The defect lay in their being educated under a system which did not enable them to earn a living. It was with a view to stop the inrush of the unemployed that an industrial side was added to the general school course. It was a matter of gratification that the present administration foresaw the evil and arranged for industrial classes being attached to Vernacular

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schools. A step forward should be taken and many of the literary schools should be converted into technical schools. Agriculture must play an important part in the technical schools. The theory and practice of Agriculture must be taught both in Malayalam and English. A central institution for the training of teachers for research and higher education should be established somewhere. In the Industrial branch prominence should be given to local industries such as coir-making, mat-making, &c. There must be provision for the teaching of such subjects as carpentry, smithy, jewel-making, &c. There should be 3 or 4 Schools of Arts for giving instruction in Drawing, Painting, Designing, Wood and Ivory carving, Metal work, and other allied subjects.

There were a few trained under-graduates in the Vernacular schools. They must be entertained in English schools.

The Member then alluded, in grateful terms, to the increase of pay granted to the teachers of Vernacular schools.

In respect of girls' education, it must be such as to make the recipients useful at home and render home life happy. The syllabus of studies should include a little of English, Sanskrit, Nature Study and a good grounding in Music. Three or four Music schools should be started. The Music teachers selected for schools should be persons of real ability. Lastly, the Member pleaded for better prospects being held out for the F. A. trained teachers in the department. He also urged that School Final men should, as hitherto, be admitted into the Pleadership Class.

Mr. N. Sankaranarayana Pillai (Member, Vilavancode taluk) first requested that the report of the University Committee should be published and public opinion invited on it before any action was taken by Government. He then offered the following suggestions:—

(1) The existing vacancies in the Professorships in His Highness the Maha Raja's College at the capital should be filled up as early as possible in view to maintain the high efficiency of the College.

(2) The Philosophy Chair should be revived.

(3) The Natural Science Group should be instituted in the College.

(4) The stipends to L. T. students should be abolished and they should be sent to Madras for L. T. training.

(5) The Training College should be converted into a Second Grade Arts College with Natural Science and other groups.

(6) Larger admission of students into the Junior Intermediate Class in the College should be insisted on, especially in view of the greater accommodation which has become available on account of the High School Department having been removed to the Vanchiyur buildings.

(7) A Second Grade College should be established in South Travancore.

(8) The people should not be saddled with the responsibility of putting up buildings for English schools, as they were too poor to meet the demand.

(9) Primary education should be made compulsory.

(10) The difficulties undergone by the pupils in regard to the purchase of the numerous school books, which were being forced on them, should be removed.

(11) Some industrial subjects should be taught in Vernacular schools.

(12) The reports of the Education Expenditure Committee and the Curriculum Committee should be published and public opinion invited before action was taken on them.

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(13) A Higher Grade English School should be established in each taluk.

(14) The under-graduates in Vernacular schools should be sent to English schools so as to equalise their prospects.

(15) The Principal of the Law College should be an Indian.

Mr. V. Kunjukrishna Pillai (Member, T. I. C., Attingal) pleaded for at least one more Second Grade College in Central Travancore, for the establishment of Group II and for the restoration of the Philosophy Chair in the Arts College, and for the opening of the B. A. class in the Girls' College. He then made the following proposals :—

(1) The opening of a Medical School and an Ayurvedic School in each of the four divisions of the State.

(2) The establishment of an Industrial School.

(3) The opening of a separate Girls' School at Attingal.

(4) G. O. No. E 1713, dated the 19th May 1918, in respect of the employment of qualified girl candidates in Girls' schools was not being rigidly worked and over 300 women applicants were awaiting appointments since the issue of the above G. O. Out of 522 male teachers who should have been removed from Girls' schools and transferred to Boys' schools, a large majority still remained in the Girls' schools.

(5) Another matter of complaint was that there were certain candidates for the Vernacular School Leaving Examination who, after having been permitted to deposit the application fees and to appear for the examination, were not allowed to sit for the examination on account of their not having put in sufficient attendance or for some other cause. In such cases the application fee should be refunded.

(6) In aided schools also only qualified hands should be appointed as teachers and their pay should be fixed at Rs. 10.

(7) The great difficulty of the school-going population was the large number of school-books prescribed and the prices fixed for each book. The number of books should be reduced as also their prices. Otherwise, the books required should be supplied *gratis* by Government.

(8) The teaching of Sanskrit should be placed on a better basis by the selection of suitable text-books. At present the selection of Sanskrit books by the Text-Book Committee was not being properly done, because there were no Sanskrit-knowing men on the Committee. That defect should be removed. Sanskrit should be made a subject of compulsory study in classes V, VI and VII of Vernacular schools. Honours Course in Sanskrit should be instituted in His Highness the Maha Raja's College.

Mr. Aiyan Kali (Member, Nominated) conveyed the grateful acknowledgments of his community to the Government for the special concessions and for the impetus given in the shape of half-fee and other facilities and requested for a continuance of the same kindness. The Member then represented that the school fees should be remitted in full for the children of the Pulaya community in view of their poverty and helplessness. The system of education for them should include manual work and some industry which would enable them to earn a living. The Member thanked the Government for the scholarships sanctioned by the Dewan at the Pulaya Conference held a couple of days ago. Lastly, the Member requested that Vernacular education till the IV class might be made compulsory so far as their community was concerned, as that was the only way of spreading education among them.

Mr. V. S. Krishna Pillai (Member, Thiruvalla taluk) complained that text-books were being changed every year which was a source of great hardship to the school-going population. No changes should be made for at least 3 years. Further,

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considerable difficulty was being experienced in getting some books prescribed. He then made the following suggestions :—

(1) The pay of teachers in aided schools should be raised to Rs. 12, as the amount now fixed, *viz.*, Rs. 6, was too small.

(2) The pay of an under-graduate teacher was Rs. 15. When under training he was being paid Rs. 25, but he had to revert to Rs. 15 after completing the course of training. That was a grievance and should be removed.

(3) The stipend of teachers from aided schools when sent for training was fixed at Rs. 12½, half of that sum being paid by Government. Even that amount had not been paid for the past 2 or 3 years.

(4) It should be possible to see that all holders of English School Final Certificate who were declared as eligible for College admission were given admission into the Intermediate class. There should be no refusal on the ground of want of accommodation.

(5) Group II should be opened for the Intermediate class.

(6) The Chairs of Natural Science (Group III) and Philosophy (Group IV) should be opened for the B. A. class.

(7) A Medical School should be established at Trivandrum.

(8) The trained and untrained teachers in aided schools should be given one-half and one-third of their salaries as grants.

(9) The amount of grant given for science apparatus in schools was insufficient and should be increased.

(10) All the provisions of the Education Code were being applied with rigour to aided schools, while violations of the same in Departmental schools were being tolerated. There should be equal treatment.

(11) The aided schools should be supplied with copies of Standing Orders of the department.

(12) The period of training of Secondary School Leaving Certificate holders should be reduced to one year.

Mr. M. R. Govinda Pillai, L. M. S. (*Homeo*) (Member, T. I. C., Quilon) first dealt with the advantages of the Kindergarten system of teaching the young and observed that Switzerland was a model for it. In Travancore an experiment might be made and a fee not exceeding 4 as. might be levied for those desiring to get admission into the Kindergarten classes which should be conducted by women. An experienced person should be deputed for undergoing the necessary training in Switzerland, France, England, etc. Elementary education was, no doubt, being given in Travancore at great cost, but the advantages were not proportionate to the charges incurred. When compared with other countries, Travancore had a high percentage of illiterate boys under 12 years of age. There was no harm in the co-education of boys and girls in the elementary classes. Though primary education was free in the State, the expense of imparting primary education was prohibitive, on account of the high prices of books and the large number of books prescribed. The text-book nuisance was a serious menace to the progress of primary education and there were several boys who were keeping away from schools, because they could not afford to buy the required books and meet other charges, though education itself was free. The only remedy for the evil was for Government to buy the copy-right of the books prescribed and arrange for their printing and publication, and not leave the prices to the whims of authors and writers. Female education should be made compulsory in the case of girls between 6 and 14 years. The same should be the case with regard to Muslim education. A defect in the Administration Report of the State was that particulars of information in regard to primary education were not full. There should be Committees to start elementary schools, furnish them, etc., and the Presidents of such Committees should be authorised to inspect them. There should be rural schools with four classes and not two as at present. The present practice of compelling the

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boys to buy a large number of books, exercise books, etc., was really an obstruction to education and so should be put a stop to. It was undesirable to prescribe a few pages of a number of books and then force the boys to purchase *all* the books. The sore spot in the system of education was the poor pay of teachers in the lower grade. In fact the amount of salary fixed was in inverse ratio to the grade of teachers, which was directly opposed to the principles of educational advancement accepted by and acted upon by all civilized countries. Female teachers should not be appointed Head Mistresses, but only in subordinate places. There should be three classes of schools for female education, *viz.*, Girls' schools proper, Anglo-Vernacular schools and Sanskrit schools. In proceeding to explain the nature of the instruction to be imparted in those schools, the Member gave elaborate details, the basic principle of which was that, for the majority of girls, the education should be such as to make them good housewives and useful members of the household, provision being made for girls who were desirous of pursuing higher courses of study both in the High School and College Departments. In other words, the present system of qualifying women for Government jobs alone was dangerous and should be abolished. On the question of English education, there should be radical changes. The result of the existing method of imparting English education was the creation of an overwhelmingly large number of youths fit only for Government service and absolutely unfit for any other walk of life. The percentage of youths possessing purely literary education was high in Travancore and that of young men having technical qualifications was very low as compared with other countries. The proper course of studies was to have a system of English education up to the III Form and from there to commence the bifurcation, one for technical studies and the other for College course leading to a University career. There should be no examination to qualify a young man for the public service of the State. The wisdom of the policy of opening more English schools of the existing type and afterwards raising them to the standard of High Schools was questionable. The number of High Schools should be small, but every one of them should be well equipped and should have a hostel attached to it. The teaching of all subjects except English should be carried on through the Vernacular. Another defect of the present system of English education was the complaint made by the University Professors that the young men did not come up to the level of the College students of ten years ago. The last point dealt with by the Member was Technical and Industrial education. No country can improve in its economic prosperity, unless a large proportion of its people was given the benefit of technical and industrial education. Japan which was a model in that respect had 4,400 Industrial schools and 119 Commercial schools and yet spent only about Rs. 5 lakhs. Technical education was the very basis of all commercial prosperity and Travancore, though it had all facilities for the encouragement on a wide scale of technical and industrial education, suffered very badly from lack of trained men and had to import qualified men from outside. Considerable improvement could be made in the existing Survey Schools; special institutions should be opened for instruction being imparted in Forestry, Agriculture, Medicine, Engineering, etc. The medium of instruction in all the Technical schools should be the mother tongue, various sides of technical education and industrial training being arranged according to the taste and inclination of the individual.

Mr. K. M. Mamman Mappila (Member, T. I. C., Thiruvalla) expressed his gratification at the manner in which the severity of the Education Code had been toned down recently and how on that account the difficulties of Managers of aided schools had been minimised. He then objected to the method of treatment meted out by the Departmental authorities to Managers of aided schools, whatever might be their status, especially the form of correspondence between the Managers and the Inspecting Officers. In certain cases the Managers were being threatened with removal of managership—which was beyond the power of the Inspecting Officers—and withdrawal of grants for petty faults. Government should look into the matter.

The amount of grant at present given was inadequate and the system of calculation faulty. The receipts *minus* the expenditure *minus* the Manager's contribution was the grant now given which was no help at all. The spread of education

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was a noble and responsible task which the Managers were carrying out with commendable enterprise. They ought not to be losers. Award of capitation grant was the best remedy and a source of substantial encouragement. In 1910, when the Education Code came into force, it was laid down that the qualification of teachers should be the Matriculation examination. But in 1912 when it was revised, the School Final Examination took its place. The Code had omitted to take note of those Matriculates who had passed the examination after the School Final Examination came into existence. Such Matriculates should be exempted from the restrictions imposed on them in respect of entertainment in schools.

Dewan:—If the facts are as you say, such Matriculates will be exempted.

The Member, continuing, said that, according to the principles of teaching, previous preparation on the part of a teacher was necessary. But when an Inspecting Officer came for inspection, he sometimes insisted on teachers proving a deduction in Geometry within a short time and without previous notice and in the presence of the boys. That was undesirable and should be mended. It was time that some industry was taught in Higher Grade Vernacular schools, as otherwise the youths turned out became useless in life. The minimum pay of the teachers in the departmental schools having been raised to Rs. 12, the emoluments of their *confreres* in the private schools (aided) should also be increased from Rs. 6 to at least Rs. 10. If it was thought that funds were not available, the Government might even stop opening further departmental schools with a view to encourage private effort. In regard to the formation of the Education Expenditure Committee, fears had been entertained that the expenditure on education would be curtailed. If that was so, it was not desirable. There might be differences of opinion in regard to certain higher appointments, but they should be ignored. The proposal to make Head Masters Sub-Assistant Inspectors should be given up. If addition to the present Inspecting staff was considered necessary, more Assistant Inspectors should be appointed. Under existing conditions it would take several years to get all the teachers in the whole State trained. With a view to train teachers, a Training School had been started in Niranam with a qualified staff. It should be given a Government grant. Another old subject of representation was the fate of Secondary School Final Certificate holders employed in Malayalam schools. If they were transferred to English schools, they would get Rs. 25-40 instead of Rs. 15 which they were now getting. Those men and graduates in Vernacular schools should be taken for training and given the higher scales of pay. The Code made no provision for a scale of salary to F. A. trained men. Their prospects should be bettered. The amount sanctioned for thatching some school buildings was only Rs. 10 which was insufficient, as also the sum for school appliances, such as benches, tables, &c. In several schools, boys were sitting on the floor. Such a state of affairs should be improved. Compound walls should be put up for the Girls' school at Mattathilbhagom in Thiruvalla and the walls of the Girls' school at Paliakara repaired. In Girls' schools also some industries should be introduced. Weaving had been introduced in the Girls' school at Thiruvalla. That should be gradually extended to other Girls' schools also. Lastly, orders should be issued to raise the standard of the Lower Grade English school at Thiruvalla in the current year at least, as a special case.

Mr. N. Kumaran Asan (Member, Nominated) expressed the gratitude of his community for what had been done to promote education. He then submitted that the policy of Government insisting on the people putting up costly school-houses for English schools with valuable materials such as teak, rubble, &c., was not commendable. He admitted that the buildings should be airy and roomy and also neat and strong. The fact that 37 English schools were opened by the people in 1094 was striking testimony to their keen interest. If the hard conditions explained above were relaxed, there would be greater zest on the part of the people to construct more school-houses. Such subjects as Type-writing, Book-keeping, Commercial Correspondence, Banking, &c., should be taught in the schools with a view to afford better and greater facilities to young men to earn a living, especially in view of the larger openings in the commercial and trading lines. It had been stated in the Administration Report that the strength of pupils in the Vernacular schools had decreased. In the Member's view, one of the reasons for it was the insufficiency of the grants awarded to several

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private institutions. Consequently, they had to be closed. That was not satisfactory. The population of Ezhavas and Nairs was 5½ lakhs and 6 lakhs, respectively ; yet, the number of pupils of the former was only 48,847 as against 96,474 of the latter. The wide disparity was traceable to the poor material condition of the Ezhavas. Properly speaking, the Ezhavas deserved the fee concessions granted to some other communities who were comparatively richer. According to official figures, there were, in 1094, 1,15,722 girls in all the schools of the State, of whom 69,078 were in the Boys' schools and the remaining 46,646 were in the Girls' schools. It was not a desirable state of affairs. There was no harm in co-education in the primary classes *i. e.* up to class IV, but in the Middle school and High School stages there should be separate schools for boys and girls. Better encouragement should be given to those turned out of classes VIII to X and they should, if qualified, be entertained in the Registration, Police and other departments of the State service.

The graduate and under-graduate teachers in Vernacular schools should be admitted to training and given a better scale. The pay of teachers in Vernacular schools should be raised to Rs. 15. The lot of teachers in aided schools should also be improved.

The list of schools thrown open for all classes of people was, no doubt, long. It should be made longer and the restrictions should, as far as possible, be removed.

The long-standing grievance as regards admission into the College should be removed, as the Vanchiyur school buildings had begun to be used. No one should be refused admission on the ground of want of accommodation. If necessary, temporary sheds might be put up.

The Caste Hindu Hostel should be thrown open to Ezhavas and others.

Dewan's reply.—Admission to all students will be given when the new building for the Hostel is ready. The representations of the several Members will be carefully considered.

120. The desirability of entrusting education to local bodies.

Mr. V. Narayana Iyer (Member, Chirayinkil taluk) said that, from the constitution and working of the department for English and higher Vernacular education where fees were levied and from the number of well-managed English schools, it was clear that responsibility was thrown on the parents who had to pay for the education of their children. In other words, parents who would give their children higher education should help themselves and Government should step in only to lead the people by getting up model schools for their guidance. The question naturally arose whether primary education should not and could not be given the same treatment as English and Higher Vernacular education. It was certainly the duty of every parent to educate his children as much as to feed them, and quite reasonably every parent might be required to send his children to school and to pay for their education as well. But the present conditions of life were too hard for such a solution of the problem. It was with a view to confer on the poor the benefits of at least primary education that it was made free. The people were not slow to reap the benefits. The number of pupils increased from year to year until at last admission had to be refused on account of want of accommodation. The cry became loud and the present administration had to interfere benevolently and appease the people. Since then, a fresh impetus had been given to the cause of education, and the people were grateful to Government for the boon. But it must be admitted that, in 1094, there was not the same qualitative progress as was seen prior to it. The reason was the withdrawal of grants-in-aid to some private institutions which, on that account, had to be closed. Still, the people had not failed to recognise the difficulties of Government. Under such circumstances, the people were relieved to know that a Committee had been appointed to look into the whole question of educational finance. The general sense of the people was that it was neither possible nor desirable to reduce expenditure on education. Perhaps, a re-distribution of the funds might be done. But it could not go far enough. Funds had to be found for the prosecution of the various schemes of educational advancement in all its aspects. The only course left open was fresh taxation or the levy of an educational cess and, the

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